



Tennessee Comprehensive Assessment Program Achievement Test ~ **Grades K-8**



Test Administration Manual



**CTB
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This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

SAVE YOUR BOXES!

The boxes in which you received your test materials should be saved to return the materials to the DOE.

TCAP Achievement Test materials will be packed separately and shipped to the systems approximately three weeks prior to the system test date.

The TCAP Achievement Test should be administered between April 10, 2006, and April 28, 2006.

Tennessee Department of Education
Assessment, Evaluation and Research (615) 741-0720
TPS Complex, Hardison Building
1252 Foster Avenue
Nashville, TN 37243

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

STATE TEST SECURITY MEASURES

The State will:

- establish security guidelines to ensure the integrity of the testing process
- implement safeguards to ensure test content security
- communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- provide distribution and shipping logs to ensure accurate inventory of test materials at the system and school levels
- conduct random visits during testing to ensure test security and consistency of administration
- provide Breach of Testing Security Report forms to document local test security concerns
- review submitted Breach of Testing Security Reports and follow up as needed
- release student-specific test data only to authorized personnel

STATE TEST SECURITY GUIDELINES

The Public School Systems, State Special and Non-Public Schools MUST:

- adopt a locally monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines
- implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing
- train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy and test administration procedures; retain training documentation for system records
- restrict handling of test materials to authorized personnel at all times
- implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session
- return test materials to the predetermined secure area immediately after each test session and when the entire administration is completed
- store test materials in a centrally located locked room that is inaccessible to unauthorized persons
- conceal all instructional or reference materials in the test setting, which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting
- confirm each student is the person named on the answer document for every testing session
- require test administrators and proctors to remain with the students and be observant and non-disruptive throughout the testing session
- require test administrators and proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules
- prohibit coaching students in any way during State assessments
- prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations
- ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person
- ensure students respond to test without assistance from anyone
- maintain confidentiality of student-specific demographic information and test results at all times
- document test security concerns, including missing materials, on the Breach of Testing Security Report form

BREACH OF TESTING SECURITY PROCEDURES

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. The following is provided for guidance in handling potential breach of testing security concerns.

- Immediately report a potential breach of testing security to the System Testing Coordinator and the Assessment, Evaluation and Research Division. Please contact the Achievement Program Manager at (615) 741-0720.
- The system and school must conduct an immediate and thorough local investigation of the incident.
- The System Testing Coordinator should discuss the breach with the Director of Schools to determine what action, if any, be taken. State law authorizes suspension, dismissal, and revocation of state license as appropriate actions.

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license (Acts 1992, Ch. 535, 4). If necessary, contact the Office of Teacher Licensing at (615) 532-4880.

- The System Testing Coordinator must complete a Breach of Testing Security Report form **with documentation of the investigation and results, including actions taken**, and submit the form in the Breach envelope.
- Retrain staff on test security law and local policies; consider revision of policies and procedures to avoid further problems.



Tennessee Department of Education
Evaluation and Assessment Division
1252 Foster Avenue
Hardison Complex
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

Achievement	Gateway	End-of-Course	Writing	Competency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter _____ Date _____ Phone Number _____

Top copy to be sent to the State. Middle copy to be kept by System Testing Coordinator. Bottom copy to be kept by reporter.

Breach of Testing Security Report, Sample

SECTION II: PROGRAM PERSONNEL RESPONSIBILITIES

All system personnel are responsible for the proper administration and security of State assessments. Designated program personnel specifically responsible for State assessments at the local level include the System Testing Coordinator, Building Testing Coordinators, Test Administrators, and Proctors. Public, State Special, and Non-Public School Directors should ensure all of the program personnel responsibilities are fulfilled.

System Testing Coordinator

- serves as the system contact for all assessment communications between the State and local schools, including participating in State testing Listserv and ordering, receiving, shipping, and accounting for assessment materials
- attends State assessment meetings
- assists school system with development and implementation of the local test security plan, monitors compliance, and leads investigations of all local test security concerns
- develops test schedules with school administrators to minimize test security risks, e.g., testing to occur at the same time systemwide, administer a content test/subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school, administer a subject test (Gateway Science) at the same time within a school
- notifies appropriate media and local officials, e.g., Fire Chief, Community Event Planners, of test schedule to facilitate the test process and prevent test disruptions
- conducts assessment training sessions for Building Testing Coordinators and other system personnel
- orders assessment materials and assures all applicable schools and grade levels are included
- verifies quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- completes and returns the Central Office Distribution Log and verifies schools' Shipping Order Forms to document assessment material inventories
- ensures all test administration and handling procedures are accomplished (checklists provided in this manual for assistance)
- implements procedures to ensure all students are assessed and accounted for as required (including Homebound and Home School)
- reviews Report of Irregularity (RI) information online, approves and submits
- verifies appropriate use and accurate completion of all Inactive Test Material and Breach of Testing Security forms; signs and returns them per instructions
- ensures assessment materials are appropriately completed and in the specified order when returned for processing
- retains a detailed record of boxed test materials returned for processing
- distributes test results promptly to appropriate school personnel

See Section VI in this manual for System Testing Coordinator's Checklist defining specific duties.

Building Testing Coordinator

- serves as the building contact for all assessment communications between the System Testing Coordinator and school personnel, including ordering, receiving, returning, and accounting for assessment materials
 - attends training sessions conducted by the System Testing Coordinator
 - enforces the local test security plan, monitors test procedures, and assists the System Testing Coordinator with investigating test security concerns
 - assists Principal in notifying all school personnel and parents/guardians of test dates and schedules
 - conducts or reinforces test administration training for Test Administrators and Proctors
 - implements check-in, check-out, and quantity verification procedures for all test materials after each test session
 - establishes a restricted, secure, centrally located storage area for test materials at all times
 - counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
 - completes and returns the school's Shipping Order Form to document assessment material inventories
 - utilizes checklist provided in this manual for test procedures
 - ensures all students are assessed and accounted for as required
 - ensures all student demographic information is completed appropriately
 - ensures proper transcription and handling of Braille/audio, word processor-generated, and Large Print responses, as needed
 - verifies content of answer document boxes
 - verifies appropriate use of Report of Irregularity and enters RI information on TCAP Reports website
 - verifies appropriate use and accurate completion of all Inactive Test Material and Breach of Testing Security Report forms; **signs** and returns them to the System Testing Coordinator
 - compiles all used and unused assessment materials in the specified order, **packs them in the original shipping boxes**, and returns the packed boxes to the System Testing Coordinator
- See Section VI in this manual for Building Testing Coordinator's Checklist defining specific duties.

Test Administrator and Proctor

- attends Test Administrator training sessions
- notifies students and parents/guardians of test dates and schedule
- adheres to local test security plan and reports any test security concerns utilizing Breach of Testing Security form as needed
- adheres carefully to all test administration and accommodation instructions, following appropriate schedules
- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- utilizes checklist provided in this manual for test procedures
- ensures that all instructional or reference materials in the test setting that are related to the content area being assessed are concealed, such as maps, posters, student samples, bulletin board items, etc.
- ensures all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting have been turned off
- ensures that, when allowed, calculators meet requirements
- provides an uncluttered testing space for each student and removes all extraneous items, e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc.
- assesses and accounts for all students as required
- monitors to ensure all student demographic information is completed correctly and remains confidential at all times
- confirms each student is the person named on the answer document for every testing session
- ensures that the test version is appropriately marked on the answer document
- remains with the students and is observant and non-disruptive throughout the testing session
- DOES NOT READ test items or passages, unless indicated in test instructions or accommodations
- does not coach students in any way during State assessments
- ensures students respond to test without assistance from anyone
- ensures proper transcription and handling of Braille/audio, word processor-generated, and Large Print responses, as needed
- completes Report of Irregularity, Inactive Test Material, and Breach of Testing Security forms as needed; signs and returns them to the Building Testing Coordinator
- returns all used and unused assessment materials to the Building Testing Coordinator

The Proctor performs duties as assigned under the supervision of the Test Administrator.

See Section V, in this manual, for Test Administrator's Checklist defining specific duties.

SECTION III: TEST ACCOMMODATIONS

Braille/Audio

Braille tests with corresponding audiotapes are available for grades 3–8.

- ☐ 1. Students may mark responses directly in the test booklet.
- ☐ 2. Complete the student identification label on the front cover of the test booklet.
- ☐ 3. Special Accommodations may be used only if indicated on the student's IEP.
- ☐ 4. See *Teacher's Notes to Braille Edition* for information concerning extended time limits.
- ☐ 5. Complete the student demographic information on the regular answer sheet stamped "Braille"; ensure that the circles for Braille and any accommodations used (including extended time) have been filled in.
- ☐ 6. Carefully transcribe answers verbatim from the Braille test booklet to the regular answer sheet stamped "Braille."
- ☐ 7. Place the transcribed answer sheet under a Group Information Sheet (GIS) for the student's teacher.
- ☐ 8. The Braille test booklet with the completed label and corresponding audiotape must be returned to the State in the box labeled "Braille" in which it was shipped.

Large Print Tests

Large Print tests are available for grades 1–8.

- ☐ 1. Students in grades 1–8 may mark responses directly in the test booklet.
- ☐ 2. Complete the student identification label on the front cover of the test booklet.
- ☐ 3. Special Accommodations may be used only if indicated on the student's IEP.
- ☐ 4. Complete the student demographic information on the regular answer sheet stamped "Large Print." Ensure that the circle for Large Print and any accommodations used (including extended time) have been filled in.
- ☐ 5. Carefully transcribe answers verbatim from the Large Print test booklet to the regular answer sheet stamped "Large Print".
- ☐ 6. Place the transcribed answer sheet under the appropriate Group Information Sheet for the student's teacher.
- ☐ 7. The Large Print test booklet with the completed label should be returned to the State in the box labeled "Large Print" in which it was shipped.

2005–2006 TCAP ALLOWABLE ACCOMMODATIONS

Use of Allowable Accommodations is based on individual student need and may be used by **any student** as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) TCAP Gateway	TCAP Writing
Large Print or Braille (<i>Readers for illustrations and graphs</i> are permitted <i>if verified Visual Impairment</i> is documented on IEP)	Extended Time is allowed if student meets required conditions for Special Accommodation A	Untimed	EOC – Extended Time is allowed if student meets required conditions for Special Accommodation A Gateway – Untimed	Extended Time is allowed if student meets required conditions for Special Accommodation A
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Reread/Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator/Mathematics Tables (Items not measuring computation)	Allowable for specified subtests. See <i>Test Administration Manual</i> for Instructions.	Special Accommodation Only	Allowed See <i>Test Administration Manual</i> for calculator restrictions.	Not Applicable – no calculations
Flexible Setting	Allowed	Allowed	Allowed	Allowed
Individual				
Small Group				
Designated Part of Room				
Study Carrel				
Other Classroom				
Homebound/Out of School				
Visual/Tactile Aids	Allowed	Allowed	Allowed	Allowed
Magnification Equipment				
Templates, Masks, Pointers				
Abacus				
Auditory Aids	Allowed	Allowed	Allowed	Allowed
Amplification				
Noise Buffer				
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling	Allowed	Allowed Competency Tests are untimed. The student should have as much time to complete the test as needed during the school day.	Allowed Gateway Tests are untimed. The student should have as much time to complete the test as needed during the school day.	Allowed
Flexible Scheduling of Subtests				
Flexible Time of Day				
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
Marking in Test Booklet	Allowed Grades 4–8	Allowed	Allowed	Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

2005–2006 TCAP Allowable Accommodations

(For use by *any* student—General Education, Special Education, and ELL—as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.**

Use of Allowable Accommodations should be based on individual student need. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodations with the student prior to testing. More information about Allowable Accommodations is available at <http://www.state.tn.us/education/tsaccom.htm>.

TCAP Allowable Accommodations are specifically defined as follows.

- **LARGE PRINT OR BRAILLE TESTS:** Any Large Print or Braille test must be requested in advance. Audio versions of the test are sent along with the Braille Edition of the TCAP Achievement Test. “Readers” for illustrations and graphs are permitted with the Large Print or Braille versions of the TCAP assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using Large Print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.
- **SIGNING INSTRUCTIONS:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.
- **REPEATING INSTRUCTIONS:** Directions normally read aloud or signed to students may be reread/signed verbatim as needed.
- **CALCULATORS/MATHEMATICS TABLES (ITEMS NOT MEASURING COMPUTATION):** Calculators and/or mathematics tables may be used for test items that do not measure the academic skill of computation (e.g., applied concepts and algebraic problems) and are permitted on all TCAP Achievement, EOC, and Gateway Tests. Therefore, use of calculators and/or mathematics tables on items not measuring computation is not considered a Special Accommodation. The IEP Team or 504 Review Committee should document use of calculators and/or mathematics tables on the *Allowable/Special Accommodations Addendum*.
- **FLEXIBLE SETTING:** Students may take the Achievement Test in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

- **VISUAL/TACTILE AIDS:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers, and abacuses.
- **AUDITORY AIDS:** Auditory aids include amplification devices and devices that are used as noise buffers. This includes white noise machines.
- **MULTIPLE TESTING SESSIONS (WITHIN SCHOOL DAY):** TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest as specified in this manual. Use of this accommodation requires individual or small group setting. Breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, “Multiple Testing Sessions” does not apply to an entire general education classroom, but may be appropriate for a few students within a class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

Achievement tests are timed, and administration must remain within the overall time allotted. The subtest must be completed within the school day.

- **Flexible Scheduling:** The student may be administered fewer Achievement subtests during a given day than the recommended system schedule. Extended breaks between subtests may be given to the student. Achievement subtests may be given at a different time of day from the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. The subtest must be completed within the school day.

As an allowable accommodation, Flexible Scheduling does not apply to an entire general education classroom, but may be appropriate for a few students within a class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system’s testing window.

- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student’s answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If students in grades 4, 5, 6, 7, and 8 mark answers in the test booklet, ensure that the student’s name, social security number, grade, school, system, and teacher name are written on the front cover of the test booklet. The student’s answers must be transcribed to a regular answer document and placed with the documents to be scored under the appropriate Group Information Sheet (GIS). Place the marked test booklet under a completed Inactive Test Material (ITM) form and mark the appropriate box on the form.
- **Marking in Test Booklet:** With the exception of the Achievement Tests in grades K–3, students may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents. Stray marks in grades K–3 test booklets could result in inaccurate scoring. If a student in grades K–3 requires additional marking during testing, a transparent overlay may be used. The Building Testing Coordinator must ensure that all transparent overlays are erased after testing.
- **Student Reads Aloud to Self:** The student may read aloud the test being administered to him/her in an individual setting.

NOTICE: In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education 504 (e.g., a short-term medical problem). For these students, *Unique Adaptive Accommodations Request Forms* should be submitted to the Department of Education for review and approval.

2005–2006 SPECIAL ACCOMMODATIONS¹ CHART

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement	TCAP Competency	TCAP EOC / Gateway	TCAP Writing	Required Conditions for Accommodations All Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
A. Extended Time	Extended Time limits determined by IEP Team or 504 Review Committee	NOT APPLICABLE – Untimed	EOC - Extended Time limits determined by IEP Team or 504 Review Committee Gateway – NOT APPLICABLE – Untimed	Extended Time limits determined by IEP Team or 504 Review Committee	<ul style="list-style-type: none"> IEP or 504 Plan
B. Read Aloud Internal Test Instructions/Items	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	May read aloud or use Audio only or Audio with test booklet	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	NA – No Internal Test Instructions. Prompt is routinely read aloud	<ul style="list-style-type: none"> 504 Service Plan – As indicated for use on tests not measuring reading/language arts IEP ONLY – As indicated for all tests/subtests, including those measuring reading language arts.
C. Prompting upon Request	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	May be used on Mathematics and Language Arts portions by students with IEPs and 504 Service Plans	504 Service Plan – See <i>Test Administration Manual</i> for allowable tests IEPs Only – May be used for all EOC and Gateway Tests, including EOC English I and Gateway Language Arts	NA – No Internal Test Instructions. Prompt is routinely read aloud	<ul style="list-style-type: none"> 504 Service Plan – As indicated for use on tests not measuring reading/language arts IEP ONLY – As appropriately indicated for all tests/subtests, including those measuring reading language arts.
D. Interpreter Signs/Cues Test	IEPs Only – May be used for <u>all</u> subtests	IEPs Only – May be used for <u>all</u> subtests	IEPs Only – May be used for <u>all</u> subtests	IEPs Only – May be used for <u>all</u> subtests	<ul style="list-style-type: none"> As indicated on IEP with verified Hearing Impairment/Deafness
E. Student Reads into Audio Recorder: Plays Back Immediately to Self	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by IEP Team or 504 Review Committee	<ul style="list-style-type: none"> IEP or 504 Plan
F. Calculator / Mathematics Tables: Items not measuring Computation	Allowable Accommodation See <i>Test Administration Manual</i> for specified subtests	See <i>Test Administration Manual</i> for Specified Items	Allowable Accommodation Applicable for all math tests See <i>Test Administration Manual</i> for directions and calculator restrictions	NOT APPLICABLE – No calculations	<ul style="list-style-type: none"> IEP or 504 Plan
G. Calculator / Mathematics Tables: 100% - Mathematics	IEPs Only – May be used for <u>all</u> mathematics subtests	IEPs Only – May be used for all problems on Competency Mathematics portion	Allowable Accommodation	NOT APPLICABLE – No calculations	<ul style="list-style-type: none"> IEP ONLY – As appropriately indicated for use on all math tests/subtests
H. Manipulatives	See <i>Test Administration Manual</i> for directions	See <i>Test Administration Manual</i> for directions	See <i>Test Administration Manual</i> for directions	NOT APPLICABLE – No calculations	<ul style="list-style-type: none"> IEP or 504 Service Plan goal in mathematics where manipulatives are consistently used
I. Assistive Technology	See <i>Test Administration Manual</i> for directions	See <i>Test Administration Manual</i> for directions	See <i>Test Administration Manual</i> for directions	See <i>Test Administration Manual</i> for directions	<ul style="list-style-type: none"> IEP or 504 Service Plan goal where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) Technology used as accommodation is necessary for post-school success
J. Scribe	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	See <i>Test Administration Manual</i> for directions determined by IEP Team or 504 Review Committee	<ul style="list-style-type: none"> As indicated on IEP or 504 Service Plan where used consistently in educational program Due to short-term physical disability to write.
K. Unique Accommodations	DOE Approval required prior to use.	DOE Approval required prior to use.	DOE Approval required prior to use.	DOE Approval required prior to use.	<ul style="list-style-type: none"> IEP or 504 Plan documentation of use of accommodation not indicated in Allowable or Special Accommodations. Accommodation must be used 100% of the time in the needed areas and necessary for participation in the student's educational program

¹Refer to TCAP Allowable/Special Addendums for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course and Gateway Assessments – for Special Accommodations applicable to each test.

2005–2006 Special Accommodations

Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to Assessment, Evaluation and Research at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at <http://www.state.tn.us/education/tsaccom.htm>. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. If the accommodation determined by the IEP Team as necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a *Unique Adaptive Accommodation Request Form* may be submitted to the Department of Education for review. Testing Coordinators should direct requests to Ann Sanders in the Special Education Division at (615) 741-2851.

Special Accommodations						
A	B	C	D	E	G	
H	I	K				

A. Extended Time

Students taking the Braille version of the Achievement Test may use the *Teacher's Notes to Braille Edition* as a guide for extended time limits.

Extended Time may be used as an accommodation on any timed test. **The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee.** This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers, and templates. No test should be administered more than 75 minutes without allowing for a 10-minute break.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual setting or small group setting with other students needing the same accommodation.
- A test or subtest for which Extended Time is used may not exceed one school day.
- Each test/subtest must be completed within one school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation A** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for 504 Service Plan or the number of hours the student receives special education services is darkened on the answer document.*

B. Read Aloud Internal Test Instructions/Items

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan. **Reading Aloud - Internal Test Instructions** may be used on all subtests, as needed, by students with IEPs or 504 Service Plans. The use of **Reading Aloud - Internal Test Items** for

tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need. Reading Aloud - Internal Test Items may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

Students using this accommodation are to be as independent as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive the accommodation during the administration of a TCAP assessment (e.g., the entire test is read aloud or certain passages are read aloud).

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator *may not explain the meaning of any words* read to the student.

Test Administrators must verify that the circle for **Special Accommodation B** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

C. Prompting Upon Request

Prompting upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting upon Request may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The Test Administrator *may not explain the meaning of any words* read to the student.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

D. Interpreter Signs/Cues

This accommodation may be used only by students with a Hearing Impairment/Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to a word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event that there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. *Shortcut signs are not to be created during the actual administration of a TCAP test.*

Eligible students must receive this accommodation under the following conditions:

- Finger spelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign greater/less than signs, equal signs, exponents, etc., in the same manner they are signed when used during classroom instruction and similar classroom assessments.
- The interpreter is not to sign information that would provide the student with the answer.
- The student must be tested in an isolated area in which students who do not need the accommodation may not see the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.

Test Administrators must verify that the circle for **Special Accommodation D** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

E. Student Reads into Audio Recorder/Plays Back Immediately for Comprehension

Special Accommodation E may be used on all TCAP Assessments by students with an IEP or 504 Service Plan indicating consistent use throughout the student's educational program. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Extended Time limits may be determined by the student's IEP Team or 504 Review Committee. Accommodation E may be useful in situations where Accommodation B is not permitted (e.g., Reading/Language Arts subtests of the Achievement Test).

Eligible students must receive this accommodation under the following conditions:

- Ensure that a blank audiotape is provided to the student.
- Ensure that the student has a functional audio recorder.
- The student must be tested during the same testing session as other students.
- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
- Only the student may read into the audio recorder.
- The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
- The student's responses to his/her recording of test items must be marked on the document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.

- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.
- The used audiotape must be returned according to the following procedures:
 1. Label the audiotape with the student's name, social security number, grade, school, system, and teacher name.
 2. Upon completion of the test, audiotape should be returned to its protective casing and sealed.
 3. Place the sealed and labeled audiotape in an envelope for return. *Under no circumstances may audiotapes be retained or copied.*
 4. Via Priority Mail, send the envelope to:

Tennessee Department of Education
Assessment, Evaluation and Research
TPS Complex, Hardison Building
1252 Foster Avenue
Nashville, TN 37243
Attn: TCAP Achievement Program Manager

Note: If using U.S. mail, use 37243 as the ZIP code. If using UPS or FedEx, use 37210.

Test Administrators must verify that the circle for **Special Accommodation E** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

G. Calculator/Mathematics Tables: 100%-Mathematics

Special Accommodation G may be used on all tests, including those measuring computation, as appropriate, by students with IEP documentation of need. This accommodation applies to both the Achievement Test and the Competency Test.

Note: Use of Calculator/Mathematics Tables is an Allowable Accommodation for all students on EOC and Gateway Mathematics Tests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the calculator during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.

Test Administrators must verify that the circle for **Special Accommodation G** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

H. Manipulatives

Special Accommodation H may be used on mathematics tests/subtests by students with IEPs or 504 Service Plans where manipulatives are used consistently throughout the mathematics program. Manipulatives include counters, shapes, textured material (e.g., sandpaper), representations of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the same manipulatives used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the manipulatives during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.

- Manipulatives used on TCAP testing must be the same manipulatives used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may not review the test to determine if additional manipulatives are needed.

Test Administrators must verify that the circle for **Special Accommodation H** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

I. Assistive Technology

Special Accommodation I may be used by students with an IEP or 504 Service Plan goal where technology is used consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to, computers, speech synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Use of any device that would “Read Aloud” the Reading/Language Arts portions of the Achievement Test requires IEP documentation of Accommodation B (Read Aloud Internal Test Instructions/Items). Students with 504 Service Plans may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
- The Test Administrator must check the equipment prior to the test administration to ensure that it is in working order.
- Use of prediction software, electronic spellers, spell check, and/or grammar check utilities is prohibited.
- All student responses must be transferred to a regular answer document.
- All documents, computer discs, and any records of student responses must be returned to the State.
- The Building Level Testing Coordinator must verify that test items and student responses are removed from computer hard drives.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system’s testing window.

Test Administrators must verify that the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

K. Unique Accommodations

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request Form*. All *Unique Adaptive Accommodations Request Forms* should be received by the Special Education Division of the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, *Unique Adaptive Accommodations Request Forms* should be submitted to the Special Education Division of the Department of Education for review and approval.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request Form* should be considered:

- The use of the accommodation must be currently documented in the student's IEP. (The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Addendum*, but a copy of the approved *Unique Adaptive Accommodations Request Form* should be attached to the IEP.)
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student's disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student's regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. (The accommodation may not be introduced for the first time on a TCAP assessment.)
- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items on the test or the number of answer choices **will not be considered**.

Test Administrators must verify that the circle for **Special Accommodation K** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for the number of hours the student receives special education services is darkened on the answer document.*

Questions regarding the TCAP ALT-ASA Assessment should be referred to the Alternative Assessment Coordinator in the Special Education Division at (615) 741-2851.

Testing Irregularities

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that these conditions are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure that all accommodations are applied appropriately.

A *Report of Irregularity* should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation but does not receive it.
2. A student does not qualify for a Special Accommodation but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

NOTICE: If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addendums, contact the Division of Special Education (615) 741-2851 or Assessment, Evaluation and Research (615) 741-0720 for guidance and further instructions.



State of Tennessee Department of Education

ELL Students and Tennessee Assessments

2005-2006 English Language Learner (ELL) Accommodations and Exclusions

(No accommodations are allowed on the Comprehensive English Language Learning Assessment- CELLA)

Accommodations		TCAP Achievement	TCAP End-of-Course (EOC) / TCAP Gateway	TCAP Writing Assessment	Comprehensive English Language Learning Assessment (CELLA)	Required Conditions for Accommodations
Q	Extended Time	Time and a half per subtest (not including the CELLA)	EOC – Time and a half per test Gateway – NOT APPLICABLE – Untimed	Time and a half	No Accommodations allowed	Score as limited English proficient on state approved language proficiency assessment
R	Bilingual Dictionary	CELLA in place of Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests	Not Allowed for EOC English I and Gateway Language Arts	NOT ALLOWED	No Accommodations allowed	Score as limited English proficient on state approved language proficiency assessment
S	Read Aloud in English Internal Test Instructions	All subtests	All tests	All tests	No Accommodations allowed	Score as limited English proficient on state approved language proficiency assessment
T	Read Aloud in English Internal Test Items	CELLA in place of Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests	Not Allowed for EOC English I and Gateway Language Arts	All tests	No Accommodations allowed	Score as limited English proficient on state approved language proficiency assessment

*All students are eligible for Allowable Accommodations, as needed, on any TCAP Assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

***Transitional ELL students** who have tested proficient on the state mandated language proficiency assessment and are in the two required years for monitoring **are not entitled to ELL accommodations** and should be coded only as T1/T2 on the TCAP answer document. (Do not code as both ELL and T1/T2.)

*If the student uses both ELL and Special Accommodations, Extended Time is determined by the IEP Team or 504 Review Committee.

Note: Questions regarding required conditions for use of ELL Accommodations should be directed to the TN ESL Coordinator at (615) 741-3262.

English Language Learner (ELL) Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (ELL) Testing Policy states:

“The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

ELL status must be determined by the Comprehensive English Language Learning Assessment (CELLA). A score of less than English Proficient on any subtest qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

Questions regarding ELL Accommodations should be referred to the TN ESL Coordinator at (615) 741-3262.

ELL Accommodations are **NOT** allowed on any portion of the CELLA.

ELL First Year Excluded

All ELL students in grades K–12 **MUST** take the CELLA. ELL students in grades 3–8 must take the CELLA **and** the Achievement Mathematics and Achievement Mathematics Computation subtests.

There is no blanket exclusion of ELL students. Exclusions must be *individually determined* based on a student's English language proficiency, as documented by the CELLA indicating level of proficiency, and first year enrollment in a U.S. school.

ELL students may have their Achievement Test Mathematics scores and their CELLA (R/LA) scores excluded from AYP calculations if they:

- are identified on the Home Language Survey as having a home language other than English, and
- score limited English proficient on the CELLA, and
- are in their **first year of enrollment in a U.S. school.**

School districts must make an appropriate decision for exemption on an individual needs/abilities basis. An annual assessment of English Proficiency using the CELLA must be given, and level of performance reported to the State Department of Education. ELL performance at any level that is less than Fluent English Proficient (FEP) on any subtest could generate an exclusion, but must be documented and determined on an individual basis.

At the end of the first year of enrollment, all ELL students are expected to take all state mandated assessments and are included in calculations for NCLB.

An answer document with demographics must be completed for all ELL Excluded students. The ELL Excluded circle in the TESTING STATUS section of the answer document must be darkened for students who meet the required conditions to have their Mathematics and CELLA (R/LA) scores excluded from AYP calculations.

School districts may decide not to administer the Science and Social Studies subtests to ELL students.

ELL Students Classified as T1/T2 ELL

Transitional Limited English Proficient (LEP) Students are non-English language background students who were classified as ELL based on the CELLA, and have scored fluent English proficient or above on all subtests on the CELLA. Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year. Transitional ELL students are exited from monitoring following the second successful year at proficient or above in reading and language arts on the state assessment.

T1/T2 ELL students are required to take all portions of the Achievement Test. T1/T2 students are not eligible to receive ELL accommodations.

APPROVED ACCOMMODATIONS

The following are approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the TCAP Achievement Test.

ELL Accommodations			
Q	R	S	T
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. Extended Time

The Test Administrator must verify that the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation Q box.*

Eligible students using Accommodation Q should be given one and one-half (1 1/2) the standard time limits:

ELL Accommodation Q Extended Time Limits for Grades K–2, Form C

ELL Accommodation Q Extended Time Limits TCAP Achievement, Kindergarten, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	38
	Part 2	45
Mathematics	Part 1	30
	Part 2	30

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grade 1, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	41
	Part 2	50
Mathematics	Part 1	45
	Part 2	45
Science		30
Social Studies		30
Word Analysis		23
Vocabulary		23
Mathematics Computation		30

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grade 2, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	62
	Part 2	51
Mathematics	Part 1	45
	Part 2	45
Science		38
Social Studies		38
Word Analysis		23
Vocabulary		23
Language Mechanics		23
Spelling		23
Mathematics Computation		30

ELL Accommodation Q Extended Time Limits
TCAP Achievement, Grade 3, Form Q

Content Area	Parts	# of Items	Extended Time Limits
Reading/Language Arts	Part 1	35	90
	Part 2	35	84
Mathematics	Part 1	35	72
	Part 2	35	72
Science	Part 1	29	60
	Part 2	30	60
Social Studies	Part 1	29	60
	Part 2	30	60

ELL Accommodation Q Extended Time Limits
TCAP Achievement, Grades 4–8, Form Q

Content Area	Parts	# of Items	Extended Time Limits
Reading/Language Arts	Part 1	35	90
	Part 2	35	84
Mathematics	Part 1	35	66
	Part 2	35	66
Science	Part 1	32	60
	Part 2	32	60
Social Studies	Part 1	32	60
	Part 2	32	60

R. Bilingual Dictionary

This accommodation **may only** be used for Mathematics, Mathematics Computation, Science, and Social Studies subtests.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for the use of this accommodation and that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation R box.*

S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
- Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for the use of this accommodation and that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation S box.*

T. Read Aloud Internal Test Items in English

This accommodation **may only** be used for Mathematics, Mathematics Computation, Science, and Social Studies subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
- Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for the use of this accommodation and that the circle for ELL is darkened on the answer document, as well as the ELL Accommodation T box.*

SECTION IV: HOME SCHOOL AND HOMEBOUND STUDENTS

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

T.C.A.49-6-3050(b)(5)(A)

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade five (5). Both parent-teacher and home school student shall be under the supervision of the test administrator;

Church Related

Church related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the same time that the church-related school tests its regular day school students.

T.C.A.49-6-3050(a)(2)(C)(ii)

Any parent conducting a home school for children in grades nine through twelve (9–12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

The TCAP Achievement Test cannot be administered to Home School students in grades other than 5 and 7.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be "Home School." Use only answer documents stamped "Home School."
2. Complete a **separate Group Information Sheet (GIS)** for each child tested.
 - a) Write "HOME SCHOOL" in **SYSTEM NAME**.
 - b) Fill in 00981 for **SYSTEM #**.
 - c) In **SCHOOL #**, fill in your System Number, omitting the first zero for School Number (e.g., 0470 for Knox County).
 - d) Fill in your System Name for **SCHOOL NAME**.
 - e) Fill in the **TEACHER LAST NAME** with "HOME" then a blank space and then the student's last name.
 - f) Leave **TEACHER FIRST NAME** blank.
 - g) Fill in the **GRADE** level at which the student is being assessed.
 - h) Fill in 001 for **NUMBER STUDENTS TESTING**. Fill in 000 for **NUMBER STUDENTS ABSENT**. Fill in 001 for **NUMBER ANSWER DOCUMENTS RETURNED**.
 - i) Administration Information:
Org-Tp — This number will change with each administration. Complete according to other pre-printed Group Information Sheet forms sent to your system.
3. List all Home School students on a single School/Group List (SGL) per grade. Make sure the **TEACHER LAST NAME** is exactly the same on the SGL and the GIS.
4. Paper band **ALL** Home School GIS and answer documents by grade and return to System Testing Coordinator.
5. System Testing Coordinator should place paper-banded Home School GIS and answer documents in the same box (labeled "Home School") in which they were originally received.

Testing Homebound Students

Testing of Homebound students should be addressed in each student's education plan. Allowable accommodations may be used. Special Accommodations may be used if student meets required conditions. Special attention should be given to test security. Students must be tested during the system designated testing dates. Use only answer documents stamped "Homebound."

Completing the Group Information Sheet (GIS) for Homebound students

Homebound students are listed under a separate GIS. Complete the GIS as follows:

1. **System Name**—Write in your system name
2. **System #**—Fill in your system number
3. **School #**—Fill in 0975 for school number
4. **School Name**—Fill in "Homebound" for school name
5. **Teacher Last Name**—Fill in the Homebound teacher's last name
6. **Teacher First Name**—Fill in the Homebound teacher's first name
7. **Grade**—Fill in the grade level at which the student is being assessed
8. **Number Students Testing**—Fill in the number of completed answer documents under the GIS
9. **Number Students Absent**—Fill in the number of answer documents for absent students under the GIS
10. **Number Answer Documents Returned**—Fill in the total number of answer documents under the GIS
11. **ORG-TP**—Normally precoded. If a blank is used, code exactly as a precoded GIS from the current administration

Completing the School/Group List (SGL) for Homebound Students

Homebound students should have their own SGL. Complete the SGL as follows:

1. **System Name**—Write the system name
2. **School Name**—Write "Homebound"
3. **System Number**—Write the system number
4. **School Number**—Write "0975"
5. **Contact Person/Phone Number**—Write the System Testing Coordinator's name and phone number
6. **Teacher**—Write each teacher name **EXACTLY** as it is written on the GIS. Separate last and first names
7. **Grade**—Fill in as appropriate
8. **Number Tested**—Write the same numbers as are filled in on the GIS for each teacher

Returning Homebound Students' Test Materials

1. Paper band **ALL** Homebound GIS and answer documents by grade and send to System Testing Coordinator.
2. System Testing Coordinator should place paper-banded Homebound GIS and answer documents in the same box (labeled "Homebound") in which they were originally received.

SECTION V: TEST ADMINISTRATION

Test Administrator's Checklist

BEFORE TESTING

- ☐ 1. Attend Test Administrator training session.
- ☐ 2. Incorporate the school test schedule into class planning.
- ☐ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ☐ 4. Explain the purpose of the test to the students.
- ☐ 5. Review the *Test Administration Manual*.
- ☐ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.
- ☐ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner Accommodations, ELL Exclusion, and/or modified format tests.
- ☐ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care which will allow them to participate uninterrupted throughout the testing session.
- ☐ 9. Familiarize students with appropriate methods for marking responses on this type of test.
- ☐ 10. Execute practice activities, if available.
 - A) distribute and administer practice activities to students
 - B) return all practice materials to Building Testing Coordinator when completed
- ☐ 11. Prepare the test setting.
 - A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, etc.
 - B) arrange the test setting to ensure students work without any assistance from others
- ☐ 12. Ensure appropriate testing materials are available for each test session.
 - A) No. 2 pencils with erasers
 - B) watch or clock with second hand
 - C) test documents—confirm appropriate grade level
 - D) answer documents—confirm appropriate grade level
 - E) materials required for student accommodations or modified format tests
 - F) *Test Administration Manual*
 - G) State assessment forms:
 - (1) Group Information Sheet (GIS)
 - (2) Report of Irregularity (RI)
 - (3) Inactive Test Material (ITM)
 - (4) Breach of Testing Security Report
 - H) *Teacher Directions*
 - I) blank scratch paper (if permitted)
 - J) appropriate calculators (as permitted)
 - K) punch-out rulers
- ☐ 13. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations.
- ☐ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

DURING TESTING

- ☐ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ☐ 2. Turn off all electronic communication devices (cell phones, pagers, palm pilots, etc).
- ☐ 3. Provide a clean testing space for each student and remove all extraneous items, e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc.
- ☐ 4. Confirm each student has appropriate materials for each test session.
 - A) No. 2 pencils
 - B) blank scratch paper (if permitted)
 - C) other allowable materials
- ☐ 5. Implement a smooth method for distributing and collecting test materials.
 - A) ensure only authorized adults handle materials
 - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
 - C) verify test documents are appropriate grade level for students being assessed
 - D) review plan for distribution and collection of test materials with students
 - E) instruct students to sign any scratch paper
 - F) distribute test materials efficiently (Ensure each student receives the same answer document and test booklet for each testing session.)
- ☐ 6. Ensure students' names are written on the test booklets.
 - A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
 - B) confirm that the version marked on each student answer document corresponds to the correct version of the test booklet
- ☐ 7. Instruct students on appropriate methods for marking responses.
 - A) fill the circle completely with a solid, dark mark
 - B) make no stray marks
 - C) erase changes completely
 - D) discourage students from marking responses randomly
 - E) avoid making more than one response per item as this will negatively affect the student's score
- ☐ 8. Complete student demographic information.

If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every test session. (Ensure each student receives the same answer document and test booklet for each testing session.)
- ☐ 9. Ensure students understand directions for taking the test.
 - A) encourage students to attempt all items
 - B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
 - C) make sure students respond to the test without help from anyone
 - D) do not provide assistance that could indicate an answer
 - E) discourage writing in test booklets (this only applies to the K–3 Achievement Test)
- ☐ 10. Administer the test observing all time limits and start/stop commands.
- ☐ 11. Use the roster of students to denote absentees from test/subtest.
- ☐ 12. Remain with the students and be observant and non-disruptive throughout the test session.
- ☐ 13. Manage test disruptions to ensure the validity of test results.
 - A) test disruptions must be avoided
 - B) students who **must** temporarily leave during the test session **must not** have access to reference materials
 - C) enforce applicable time limits; document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
 - D) document incidents on RI, as appropriate

AFTER TESTING

- ☐ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ☐ 2. Verify each student is the person named on the answer document.
- ☐ 3. Collect all answer documents after every test session.
 - A) count to confirm all answer documents (including K–3 Achievement test booklets) are collected
 - B) include for scanning the answer document for any student required to test who refuses to test; do NOT code refusals as absent. Complete an RI, following instructions.
 - C) ensure student demographics are filled out completely
 - D) remove any tape, sticky notes, staples, paper clips, etc.
 - E) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
 - F) complete a separate ITM form for each incident type, **sign**, and **paper band** with the affected document(s); include incorrectly completed answer documents(s); do NOT erase, write "VOID," or make any other comments on the answer document(s)
 - G) bind ITM materials together using only **paper** for bands; sentence strips work well
- ☐ 4. Collect all test materials after every test session.
 - A) count to confirm all materials have been collected
 - B) remove any tape, sticky notes, staples, paper clips, etc.
 - C) ensure all scratch paper has been signed and collected
 - D) examine scratch paper for any inappropriate information and complete an RI if needed
 - E) identify test booklets to be included under ITM
 - F) complete an ITM form, **sign**, and **paper band** with the affected material
 - G) bind ITM materials together using only **paper** for bands; sentence strips work well
- ☐ 5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions. This year, an answer sheet is provided for the Grade 3 Braille test. Student responses in the Grade 3 Braille test book must be transcribed to the answer sheet for the Grade 3 Braille test instead of to the standard Grade 3 test book.
- ☐ 6. Compile a list of absent students noting test/subtest missed and give to the Building Testing Coordinator at the completion of the test administration.
- ☐ 7. Complete the GIS according to instructions, per school procedures.
- ☐ 8. Complete and **sign** all appropriate State assessment forms according to school procedures.

Note: Do not write comments on answer documents.

 - A) RI
 - B) Breach of Testing Security Report
- ☐ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) scratch paper
 - B) list of absentees
 - C) completed GIS, per school instructions
 - D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side or K–3 test booklets closed with front cover up)
 - E) modified format tests and transcribed answer documents
 - F) completed Report of Irregularity and Breach of Testing Security forms
 - G) paper-banded ITM form and related materials
 - H) other used and unused test materials
 - (1) used test booklets, including those marked with student names and/or stray marks
 - (2) unused answer documents and test booklets
 - I) ancillary materials
 - (1) *Test Administration Manuals*
 - (2) *Teacher Directions*
 - (3) blank and inaccurately completed State assessment forms
 - J) materials with manufacturing defects (notify the Building Testing Coordinator)

Student Accountability Demographic Information

Coding Instructions for Grades 3–8

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.

- ☐ Ensure student demographic information is properly marked.
 - use No. 2 pencil to make dark solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
- ☐ The test administrator's name must be written **EXACTLY** as it appears on the GIS (last name and first name).
- ☐ Code student demographic information on the test books for grade 3 or answer documents for grades 4–8.
 - 1 **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
 - 2 **SOCIAL SECURITY NUMBER:** The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number.
 - 3 **BIRTH DATE:** Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).
 - 4 **ETHNIC ORIGIN:** Fill in the circle that best represents the student's ethnic origin.
 - 5 **GENDER:** Fill in the appropriate circle.
 - 6 **GRADE:** Fill in the circle corresponding to the student's grade level.
 - 7 **SYSTEM, SCHOOL, AND TEACHER:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. **NOTE:** Complete teacher name as required for reporting; MUST match Group Information Sheet exactly (last name and first name)
 - 8 **MEMBERSHIP DATA:** Fill in the circle corresponding to the student's enrollment.
 - 1 The student **HAS BEEN** continuously enrolled in this school since the 1st reporting period.
 - 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district since the 1st reporting period.
 - 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district since the 1st reporting period.
 - 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.
 - 9 **TEST VERSION:** Fill in the corresponding circle for the version of the test booklet used by **each** student. **Note:** Incorrectly completing this circle may impact a student's score.
 - 10 **MODIFIED FORMAT TEST:** Fill in the circle corresponding to the modified format used. **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.
 - Braille/Audio
 - Large Print

Note: Student responses in the Grade 3 Braille test book must be transcribed to the answer document for the Grade 3 Braille test.

11 CODE A/B (All schools complete this information)

Fill in the appropriate circle for **each** child in **every** school.

- ☐ Code A: ELIGIBLE for free or reduced price lunch
- ☐ Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's School Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

12 OPTIONAL CODES: Columns 1–9 in the Optional Codes field are available for system and/or school use. Instructions will be provided locally, if applicable.

13 TITLE I (Only schools receiving Title I funds complete this information)

- ☐ SWP—Schoolwide Program: Fill in the corresponding circle for **each** student in the Title I schoolwide project school.
- ☐ TAS—Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
- ☐ TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance.** (This section is not to be filled out if the student is enrolled in a schoolwide project school.)
- ☐ Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school's annual Title I plan.

14 OTHER PROGRAMS

- ☐ 504 Student Services Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
- ☐ Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).
- ☐ ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL.
- ☐ Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
- ☐ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the CELLA, and scored fluent English proficient or above on all subtests of the CELLA.
 - Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year.
 - Transitional ELL students are exited from monitoring following the second successful year in which they score proficient or above in reading and language arts on the State assessment.

15 **SPECIAL EDUCATION**

Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.

- ☐ Less than 4 hours per week
- ☐ 4–22 hours per week
- ☐ 23 or more hours per week

16 **ELL ACCOMMODATIONS (ACCORDING TO STATE CRITERIA)**

Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.

- ☐ Q extended time
- ☐ R bilingual dictionary
- ☐ S read aloud **in English** internal test instructions **verbatim**
- ☐ T read aloud **in English** internal test items **verbatim**

17 **SPECIAL ACCOMMODATIONS (ACCORDING TO STATE CRITERIA)**

Fill in the circle corresponding to the accommodation used. Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 SERVICE PLAN or the number of hours that the student receives special education services is darkened on the answer document.

- ☐ A extended time
- ☐ B read aloud internal test **instructions/items**
- ☐ C prompting upon request
- ☐ D interpreter signs/cues text
- ☐ E student reads into audio recorder; plays back immediately to self
- ☐ G calculator/mathematics tables: 100% - mathematics
- ☐ H manipulatives
- ☐ I assistive technology
- ☐ K unique accommodations

18 **TESTING STATUS**

- ☐ Fill in the corresponding circle if the student is absent from the entire test or is ELL Excluded.
- ☐ Absent should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.
- ☐ Absent should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).
- ☐ If the student makes up **ANY** subtest(s), erase the Absent bubble completely.
- ☐ ELL Excluded should be marked only for students who are in their first year of enrollment in a U.S. school.

- ☐ Verify that student demographic information is correctly coded on the answer document to ensure accurate reporting for AYP Accountability.

Note: Test books and answer documents are color-coded for each grade. When distributing test materials to your students, **make sure the test books and answer documents are the same color.** Colors for each grade are as follows: Grade 4—aqua; Grade 5—gold; Grade 6—green; Grade 7—rust; Grade 8—red.

[illegible]

Coding Instructions for Grades K–2

All students taking the tests in Grades K–2 must use a Form C test book.

Below are special instructions for filling in the student’s Social Security Number and Special Codes fields (Columns A through T) on the Form C student accountability demographic information page. Fill in only one circle in each column. See *Coding Instructions for Grades 3–8* for additional information on coding student demographics.

COLUMNS A–I	SOCIAL SECURITY NUMBER: Fill in the circles corresponding to the student’s Social Security Number.
COLUMN J	<p>MEMBERSHIP DATA: Fill in the circle corresponding to the student’s enrollment.</p> <ol style="list-style-type: none">1 The student HAS BEEN continuously enrolled <u>in this school</u> since the 1st reporting period.2 The student has NOT been continuously enrolled in this school, but HAS BEEN enrolled <u>in this school district</u> since the 1st reporting period.3 The student has NOT been continuously enrolled in this school district, but HAS BEEN enrolled in a <u>Tennessee public school district</u> since the 1st reporting period.4 The student has NOT been continuously enrolled in a Tennessee public school district since the 1st reporting period. Note: Home School and Private School students should be coded in this area.
COLUMN K	<p>MODIFIED FORMAT TEST</p> <ol style="list-style-type: none">0 Large Print
COLUMN L	<p>TITLE I (Only schools receiving Title I funds complete this information)</p> <ol style="list-style-type: none">0 SWP—Schoolwide Program: Fill in the corresponding circle for each student in the Title I schoolwide project school.1 TAS—Targeted Assistance School: Fill in the corresponding circle for each student in the Title I targeted assistance school.2 TAS Direct Service: Fill in the corresponding circle for each student receiving direct Title I assistance. (This section is not to be filled out if the student is enrolled in a schoolwide project school.)
COLUMN M	<p>SPECIAL EDUCATION Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.</p> <ol style="list-style-type: none">0 Less than 4 hours per week1 4–22 hours per week2 23 or more hours per week3 504 Service Plan

COLUMN N	<p>SPECIAL ACCOMMODATIONS (according to State criteria)</p> <p>Fill in the circle corresponding to the accommodation(s) used.</p> <p>0 extended time</p> <p>1 read aloud internal test instructions and/or items verbatim</p> <p>2 prompting upon request</p> <p>3 interpreter signs/cues test</p> <p>4 student reads aloud into audio recorder; plays back immediately to self</p> <p>5 calculator/mathematics tables: 100% - mathematics</p> <p>6 manipulatives</p> <p>7 assistive technology</p> <p>8 unique accommodations</p> <p>9 all available accommodations</p>
COLUMN O	<p>ELL ACCOMMODATIONS (according to State criteria)</p> <p>Fill in the circle corresponding to the accommodation used.</p> <p>0 extended time ONLY</p> <p>1 bilingual dictionary ONLY</p> <p>2 read aloud internal test instructions and/or items verbatim ONLY</p> <p>3 extended time AND bilingual dictionary</p> <p>4 extended time AND read aloud internal test instructions and/or items verbatim</p> <p>5 bilingual dictionary AND read aloud internal test instructions and/or items verbatim</p> <p>6 all available ELL Accommodations</p>
COLUMN P	<p>MIGRANT AND ELL: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.</p> <p>0 Migrant</p> <p>1 ELL</p> <p>2 Migrant and ELL</p> <p>3 ELL Excluded: ELL Excluded should be marked only for students who are in their first year of enrollment in a U.S. school.</p> <p>4 T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the CELLA and scored fluent English proficient or above on the CELLA.</p> <ul style="list-style-type: none"> • Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) the second year. • Transitional ELL students are exited from monitoring following the second successful year scoring at proficient or above in Reading and Language Arts on the State assessment.
COLUMN Q	<p>POVERTY LEVEL: Fill in the corresponding circle for each student in a Title I targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school's annual Title I plan.</p> <p>0 0–34% Poverty Level</p> <p>1 35–49% Poverty Level</p> <p>2 50–74% Poverty Level</p> <p>3 75–100% Poverty Level</p>
COLUMN R	<p>GIFTED: Fill in the 0 circle if the student qualifies as gifted. Do not include in special education, unless the student is receiving some other special education services (e.g., speech).</p>

- COLUMN S** **ETHNIC ORIGIN:** Fill in the circle that best represents the student’s ethnic origin.
- 0 American Indian/Alaska Native
 - 1 Asian/Pacific Islander
 - 2 Black, not Hispanic
 - 3 Hispanic
 - 4 White, not Hispanic
- COLUMN T** **CODE A/B (All schools complete this information)** Fill in the appropriate circle for **each** child in **every** school
- 0 Code A: ELIGIBLE for free or reduced price lunch
 - 1 Code B: NOT eligible for free or reduced price lunch

Code A or B:
Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America’s Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

Note: **Do not** fill in circles in Sections AA or BB. These sections are used by the State.

Test Directions

Refer to *Teacher Directions* for specific instructions for administering the Achievement Test.

Calculator Use

Students may use a calculator on the TCAP Achievement Test per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring that students do not use calculator memory to store test information.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- calculators that can communicate (transfer data or information) wirelessly with other calculators/devices
- calculators with symbolic algebra capabilities (e.g., multiply or factor polynomials)

Examples of prohibited calculators include:

- a. Casio models CFX-9970G and Algebra FX 2.0
- b. Hewlett-Packard models HP-40G and HP-49G
- c. Texas Instruments models TI-89, TI-92, and Voyage 200

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The Test Administrator should verify that calculators used by the students do not have prohibited functions.

Calculators **may** be used on TCAP Achievement 2006, Form Q Mathematics subtests, Part 1 and Part 2. Calculators **may not** be used on any part of the K–2 test.

Test Time Limits

Grades 3–8, Form Q

For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. It is permissible to change the order of the tests. The time limits are generous and allow most students time to finish. Breaks are recommended between subtests and parts in a subtest.

TCAP Achievement, Grade 3, Form Q

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	35	60
	Part 2	35	56
Mathematics	Part 1	35	48
	Part 2	35	48
Science	Part 1	29	40
	Part 2	30	40
Social Studies	Part 1	29	40
	Part 2	30	40

TCAP Achievement, Grades 4-8, Form Q

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	35	60
	Part 2	35	56
Mathematics	Part 1	35	44
	Part 2	35	44
Science	Part 1	32	40
	Part 2	32	40
Social Studies	Part 1	32	40
	Part 2	32	40

Grades K-2, Form C

For each content area, add 5 minutes for reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. It is permissible to change the order of the tests. The time limits are generous and allow most students time to finish. Breaks are recommended between subtests and parts in a subtest.

TCAP Achievement, Kindergarten, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	25
	Part 2	30
Mathematics	Part 1	20
	Part 2	20

TCAP Achievement, Grade 1, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	27
	Part 2	33
Mathematics	Part 1	30
	Part 2	30
Science		20
Social Studies		20
Word Analysis		15
Vocabulary		15
Mathematics Computation		20

TCAP Achievement, Grade 2, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	41
	Part 2	34
Mathematics	Part 1	30
	Part 2	30
Science		25
Social Studies		25
Word Analysis		15
Vocabulary		15
Language Mechanics		15
Spelling		15
Mathematics Computation		20

SECTION VI: COORDINATORS' CHECKLISTS

Building Testing Coordinator's Checklist

BEFORE TESTING

- ☐ 1. Assist System Testing Coordinator with compiling test material orders.
- ☐ 2. Attend training session for Building Testing Coordinators.
- ☐ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors, etc.
- ☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- ☐ 6. Establish a restricted, secure, centrally located storage area for test materials.
- ☐ 7. Count to confirm test materials received and document on the Shipping Order Form (**retain boxes and return address labels for return shipment**).
- ☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
 - A) create a check-in and check-out list
 - B) require Test Administrator signature before and after each test session
 - C) count test materials before and after each test session
- ☐ 9. Distribute *Test Administration Manuals* to Test Administrators.
- ☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ☐ 11. Distribute practice materials, if available. Practice materials may be used in the classroom or at home.
- ☐ 12. Monitor to verify the building and each test setting are appropriately prepared.
 - A) common areas are free of instructional and reference materials
 - B) instructional materials are concealed or removed from test settings
 - C) seating is arranged to ensure students work without assistance from others
- ☐ 13. Ensure all test settings have appropriate test materials.
- ☐ 14. Distribute restricted test materials immediately prior to each test session, adhering to security guidelines.
 - A) test materials—confirm for appropriate grade level
 - B) correct *Teacher Directions*: K–2 *Teacher Directions* are not to be distributed prior to the day of testing.
 - C) modified format tests, as needed
 - D) State assessment forms, per school procedures:
 - (1) Group Information Sheet (GIS)
 - (2) Report of Irregularity (RI)
 - (3) Inactive Test Material (ITM)
 - (4) Breach of Testing Security Report
- ☐ 15. Obtain Test Administrator's signature on materials check-out list.

DURING TESTING

- ☐ 1. Monitor to enforce the local test security plan and test schedule.
 - A) ensure electronic communication devices are turned off
 - B) conduct spot checks of test settings
 - C) assist Test Administrators and Proctors with emergencies during testing

- D) ensure Test Administrators and Proctors do not read test items or passages aloud, unless indicated in test instructions or accommodations
- E) notify System Testing Coordinator of any suspected testing security concerns
- ☐ 2. Work with school administration to minimize test disruptions, e.g., announcements, bells, lunch schedule.
- ☐ 3. Ensure secure storage of test materials before, between, and after each test session.

AFTER TESTING

- ☐ 1. Collect and count all test materials after each test session.
- ☐ 2. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.
- ☐ 3. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach as needed.
- ☐ 4. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ☐ 5. Ensure that answer documents are appropriately completed in a secure setting for all absent students who were unable to make up any part of the test.
- ☐ 6. Insert used make-up materials into stacks per instructions.
- ☐ 7. Ensure proper completion and placement of each GIS.
- ☐ 8. Verify students' answer documents included under the GIS have been placed with the appropriate teacher.
- ☐ 9. Complete the Adequate Yearly Progress Demographic Review. Complete the label on the Breach envelope. Place the completed AYP form, along with any Medical Exemption Requests or Breach of Testing Security Report forms as needed, in the Breach envelope.
- ☐ 10. Sort, check and count test materials at conclusion of all testing, including make-up tests.
 - A) verify that answer documents have been removed from test booklets (does not apply to K-3 Achievement Tests)
 - B) do not write comments on answer documents
 - C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper right side
- ☐ 11. Review answer documents and record totals on Shipping Order Form.
 - A) all used answer documents
 - (1) verify all student demographic information, including Code A or B data
 - (2) place answer documents under the appropriate GIS
 - B) used modified format tests
 - (1) ensure proper transcription of Braille and Large Print responses, if applicable
 - (2) place Braille and Large Print transcribed answer document under the appropriate GIS
 - (3) ensure proper handling of all audiotapes (Braille or Special Accommodations E)

Note: Student responses in the Grade 3 Braille test book must be transcribed to the answer document for the Grade 3 Braille test.

- ☐ 12. Assemble with GIS on top by class and/or grade.
 - A) GIS
 - B) all regular and transcribed answer documents for teacher on GIS
 - C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper right side under the appropriate GIS
 - D) paper band GIS and related answer documents
 - E) when packing used Achievement K–3 booklets, place booklets in sets of ten, turning every other set of ten in the opposite direction to ensure they will pack flat
- ☐ 13. Review remaining State assessment forms and record on Shipping Order Form.
 - A) review RI forms
 - (1) verify appropriate use, accurate completion
 - (2) enter RI information on TCAP Reports website
 - (3) keep RI for school use
 - (4) do not place answer document(s) with this form
 - B) completed Breach forms
 - (1) verify appropriate use, accurate completion, and **sign**
 - (2) make a copy and retain for school use
 - (3) place in Breach envelope for return to System Testing Coordinator
 - C) paper-banded ITM
 - (1) ensure materials are those documented on the form
 - (2) verify use of form corresponds to allowed reasons only
 - (3) **sign** completed forms
 - (4) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
 - (5) ensure only **paper** has been used for bands (sentence strips work well)
- ☐ 14. Review other used and unused materials and record on Shipping Order form.
 - A) used test booklets
 - (1) paper band by grade according to report groups
 - (2) inaccurately completed GISs
 - B) unused test materials
 - (1) test booklets, including those marked with student names and/or random markings
 - (2) unused answer documents, including continuous feed forms
 - C) ancillary materials
 - (1) *Test Administration Manuals*
 - (2) *Teacher Directions*
 - (3) blank State assessment forms
 - D) materials with manufacturing defects, e.g., missing pages, illegible printing, miscolated pages, faulty binding
 - (1) test booklets
 - (2) *Test Administration Manuals*
 - (3) answer documents
 - (4) paper band and label as manufacturing defects
 - (5) notify Assessment, Evaluation and Research
- ☐ 15. Complete the School/Group List (SGL), enter SGL information on TCAP Reports website.
- ☐ 16. Compile all used and unused test materials according to preparing for shipment instructions on pages 52 and 53 of this manual; return to the System Testing Coordinator.
- ☐ 17. Make a list of contents by box to retain for school records.

CENTRAL OFFICE DISTRIBUTION LOG

School # / Name: _____ **Test:** **ACHIEVEMENT**

Instructions: This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each grade in that school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.

GRADE	# BOOKS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

System Testing Coordinator's Checklist

BEFORE TESTING

- ☐ 1. Maintain current communication between the State and local system.
 - A) Submit contact information for System Testing Coordinator(s) to Assessment, Evaluation and Research
 - (1) office e-mail address
 - (2) office phone number
 - (3) emergency phone number
 - (4) fax number
 - (5) mailing address
 - (6) shipping address, if different from mailing address
 - B) check e-mail frequently for assessment information
 - C) distribute appropriate assessment information systemwide
 - D) contact the State with local school assessment concerns, as needed
- ☐ 2. Implement local test security plan and disseminate information systemwide.
- ☐ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
 - A) ensure test material orders include all applicable schools, grades, courses, and students
 - (1) students enrolled in tested courses and grades
 - (2) special education students
 - (3) ELL students
 - (4) transfer students
 - (5) students needing modified format tests, i.e., Braille and Large Print
 - B) ensure accuracy of orders to prevent material shortages and late orders
 - C) complete orders according to State schedule, copy, and retain for system records
- ☐ 4. Attend State assessment meetings for System Testing Coordinators.
- ☐ 5. Develop testing schedules with school administrators to minimize test security risks, e.g., testing to occur at the same time systemwide; administer a content test/subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school; administer a subject test (Gateway Science) at the same time within a school.
- ☐ 6. Notify media and appropriate local officials, e.g., Fire Chief, Community Event Planners, of testing schedule to prevent test disruptions.
- ☐ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ☐ 8. Establish a restricted, secure storage area for test materials at the system level and ensure that secure areas are designated at each school.
- ☐ 9. Receive shipment of test materials.
 - A) retain shipment boxes at the system/building for return shipment
 - B) retain pallet(s), if applicable
 - C) locate the packet containing return shipment instructions
 - (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
 - (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
 - D) retain return address labels for return of Central Office Box
 - E) establish a system process for packing materials for return with Building Testing Coordinators
- ☐ 10. Verify quantities of all test materials received and distributed.
- ☐ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.
- ☐ 12. Notify the State immediately if additional test materials are needed.

- ☐ 13. Verify each school's Shipping Order Form to document test material inventories and additions, as needed.
- ☐ 14. Distribute practice materials, if available, to Building Testing Coordinators.
- ☐ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
 - A) test materials—confirm for appropriate grade level
 - B) correct *Teacher Directions*
 - C) modified format tests, as needed
 - D) State assessment forms, per school procedures:
 - (1) School/Group List (SGL)
 - (2) Group Information Sheet (GIS)
 - (3) Report of Irregularity (RI)
 - (4) Inactive Test Material (ITM)
 - (5) Breach of Testing Security Report
- ☐ 16. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 17. Contact Assessment, Evaluation and Research with any questions.

DURING TESTING

- ☐ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ☐ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

AFTER TESTING

- ☐ 1. Lead all investigations of local test security concerns.
- ☐ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
 - A) verify used and unused test materials are collected from each applicable school
 - B) verify all counts on Shipping Order Form for each school, including additional materials from Central Office Box
 - C) verify the correctly completed SGL is included for each school
 - D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
- ☐ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.
- ☐ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.
- ☐ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents.
 - A) Inactive Test Material
 - (1) **sign** form
 - (2) make copy for system use
 - B) Report of Irregularity
 - (1) do not write comments on answer documents
 - (2) review RI information online, make recommendations and submit

- C) Breach of Testing Security Report
 - (1) review and initiate appropriate investigation
 - (2) attach available documentation, including action taken, to the Breach of Testing Security Form
 - (3) retain copy for system use
 - (4) return top copy to Breach Envelope
 - D) Adequate Yearly Progress Demographic Review
 - (1) review and **sign** form
 - (2) copy and retain a record for system use
 - (3) place form in Breach envelope
 - E) Medical Exemption Request
 - (1) review and **sign** form
 - (2) copy and retain a record for system use
 - (3) place form in Breach envelope
- ☐ 6. Ensure all used answer documents with GIS and SGL forms (including used K–3 test books and transcribed Braille/Large Print test books) are packed in the white answer document return boxes. Note: Verify online SGL on TCAP Reports website.
 - ☐ 7. Ensure all remaining used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order.
 - ☐ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
 - ☐ 9. Return all white answer document return boxes to the State as soon as possible. The State will process and return student reports in the order materials are received.
 - ☐ 10. Return remaining test materials to the State within 10 days after testing is completed.

SECTION VII: POST-TEST PROCEDURES

Group Information Sheet (GIS)

Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together. Group names may be substituted on this form for teacher name if group reports are desired. Grouped reports cannot be separated at a later date. **Incorrect, incomplete, or illegible information will result in inaccurate group reports, will delay test processing, and may have a negative impact on final reports. GISs precoded with school specific data must not be interchanged between schools or systems.**

- ☐ Ensure GIS information is properly marked.
 - use No. 2 pencil to make dark solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
 - do not fill in circles beneath blank boxes
- ☐ Keep the following points in mind when preparing the GIS.
 - note that some information may have been either pre-printed or blocked out
 - all answer documents must be placed under a GIS
 - answer documents to be destroyed should not be placed under a GIS
 - grade levels should not be combined under a GIS
 - if completing a blank GIS, use a pre-coded GIS to ensure information is identical for processing
- ☐ Complete GIS information.
 - 1 SYSTEM NAME: May have been precoded. If not, print the system name in the box. **MUST MATCH ANSWER DOCUMENTS EXACTLY.**
 - 2 SYSTEM #: May have been precoded. If not, print the system # in the boxes and fill in the corresponding circle below each number.
 - 3 SCHOOL #: May have been precoded. If not, print the school # in the boxes and fill in the corresponding circle below each number.
 - 4 SCHOOL NAME: May have been precoded. If not, print the school name in the boxes and fill in the corresponding circle below each letter.
 - 5 TEACHER LAST NAME: Print the teacher/administrator last name in the boxes. **MUST MATCH ANSWER DOCUMENTS EXACTLY.** Fill in the corresponding circle below each letter.
 - 6 TEACHER FIRST NAME: Print the teacher/administrator first name in the boxes. **MUST MATCH ANSWER DOCUMENTS EXACTLY.** Fill in the corresponding circle below each letter.
 - 7 GRADE: Fill the appropriate circle for the grade of the students being tested.
 - 8 NUMBER STUDENTS TESTING: Print in the boxes the number of students testing whose answer documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).
 - 9 NUMBER STUDENTS ABSENT: Print in the boxes the number of students absent whose answer documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).
 - 10 NUMBER ANSWER DOCUMENTS RETURNED: Print in the boxes the total number of answer documents grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s). **The number of answer documents returned must equal the sum of the number of students testing and the number of students absent.**

1 SYSTEM NAME

N A S H V I L L E

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Make solid marks that fill the response circle completely.
- Make no stray marks on this form.

CORRECT: ☒ INCORRECT: ☐ ☐ ☐ ☐

ORG-TP (CTB USE)

P R E C O D E D

M	0	0	0	0	0	0	0	0	0
N	1	1	1	1	1	1	1	1	1
O	2	2	2	2	2	2	2	2	2
P	3	3	3	3	3	3	3	3	3
Q	4	4	4	4	4	4	4	4	4
R	5	5	5	5	5	5	5	5	5
S	6	6	6	6	6	6	6	6	6
T	7	7	7	7	7	7	7	7	7
U	8	8	8	8	8	8	8	8	8
V	9	9	9	9	9	9	9	9	9

2 SYSTEM #

0 0 1 7 3

A	B	C	D	E
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3 SCHOOL #

0 2 1 5

F	G	H	I
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

4 SCHOOL NAME

A N Y S C H O O L

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z



TCAP Achievement Group Information Sheet

TEACHER INFORMATION

5 TEACHER LAST NAME

S M I T H

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

6 TEACHER FIRST NAME

D A V I D

P	Q	R	S	T	U	V
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
D	D	D	D	D	D	D
E	E	E	E	E	E	E
F	F	F	F	F	F	F
G	G	G	G	G	G	G
H	H	H	H	H	H	H
I	I	I	I	I	I	I
J	J	J	J	J	J	J
K	K	K	K	K	K	K
L	L	L	L	L	L	L
M	M	M	M	M	M	M
N	N	N	N	N	N	N
O	O	O	O	O	O	O
P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R
S	S	S	S	S	S	S
T	T	T	T	T	T	T
U	U	U	U	U	U	U
V	V	V	V	V	V	V
W	W	W	W	W	W	W
X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z

7 GRADE

(K)

1

2

3

4

5

6

7

8

9

10

8 NUMBER STUDENTS TESTING

1 3 1

J	K	L
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

9 NUMBER STUDENTS ABSENT

0 0 8

M	N	O
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

10 NUMBER ANSWER DOCUMENTS RETURNED

1 3 9

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

48017

School/Group List (SGL)

Completion Instructions

The pre-coded SGL document is provided to assist system personnel in obtaining and organizing teacher count information. **Building/System personnel MUST enter SGL information on the TCAP Reports website prior to returning test materials.** The State **will not** process test materials without completed **online SGLs**. Include the SGL forms with return materials for use at the warehouse.

The School/Group List (SGL) provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scanned/scored. **Incorrect, incomplete, or illegible information may result in inaccurate reports and will delay test processing.**

- ☐ Keep the following points in mind when preparing the SGL.
 - note that some information may have been pre-printed
 - if a teacher/administrator/group has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
 - list all GIS forms together in grade order
 - SGL forms may be photocopied, if needed
- ☐ Complete the SGL information.
 - 1 SYSTEM NAME: May be pre-printed. If not, print the system name in the space provided.
 - 2 SCHOOL NAME: May be pre-printed. If not, print the school name in the space provided.
 - 3 SYSTEM NUMBER: May be pre-printed. If not, print the system number on the line provided.
 - 4 SCHOOL NUMBER: May be pre-printed. If not, print the school number on the line provided.
 - 5 CONTACT PERSON: Print the Building Testing Coordinator's name and telephone number, including area code.
 - 6 TEACHER LAST NAME: List the last name of each teacher by the name shown on the GIS. **The name should be spelled and written exactly as it is on the GIS. Note:** If a teacher has multiple GIS forms, list each separately on the SGL.
 - 7 TEACHER FIRST NAME: List the first name of each teacher by the name shown on the GIS. **The name should be spelled and written exactly as it is on the GIS.**
 - 8 GRADE: Indicate the grade at which the students were assessed for each group. **If the teacher has two grades in the same group (combination classrooms), fill out a line for each grade.**
 - 9 NUMBER STUDENTS TESTING: For each group, write the number of students testing. This number should match the NUMBER STUDENTS TESTING on the corresponding GIS.
 - 10 NUMBER STUDENTS ABSENT: For each group, write the number of students absent. This number should match the NUMBER STUDENTS ABSENT on the corresponding GIS.
 - 11 NUMBER ANSWER DOCUMENTS RETURNED: For each group, write the number of answer documents returned. **This number must equal the sum of the number of students testing and the number of students absent.** This number should match the NUMBER ANSWER DOCUMENTS RETURNED on the corresponding GIS.
 - 12 TOTAL NUMBER ANSWER DOCUMENTS RETURNED: Write the sum of all of the numbers in the NUMBER ANSWER DOCUMENTS RETURNED space at the bottom of the page.

School/Group List

TCAP Achievement

System Name: NASHVILLE **1** **System Number:** 00173 **3**
School Name: ANYSCHOOL **2** **School Number:** 0215 **4**
Contact Person: DAVID SMITH **5**
Phone Number: (615) 555-7679

GENERAL INSTRUCTIONS: **Do not list more than one school on this form.** Every Group Information Sheet (GIS) completed by your school should have an identical entry on the lines below. DOE uses the School/Group List to double-check that we have received all your groups of answer documents. Number of Answer Documents Returned includes the total of the Number Students Testing and Number of Students Absent.

Scan Site Use Only	TEACHER NAME		Grade	Number Students Testing	+ Number Students Absent	= Number Answer Documents Returned	Comments
	Write teacher's name EXACTLY as bubbled on the Group Information Sheet. PRINT CLEARLY.						
	6 Teacher Last Name (15 characters max.)	7 Teacher First Name (7 characters max.)					
	MOORE	DEBBIE	6	121	3	124	
	MOORE	DEBBIE	6	131	10	141	
	ASHURST	WILLIAM	6	124	5	129	
	RUTH	LYNN	6	115	6	121	
	BROWN	BETTY	7	111	2	113	
	OWENS	STEVEN	7	120	8	128	
Total Number of Answer Documents Returned						756	12

Thank you for providing us with your contact information. The state utilizes this information to ensure proper processing of your test materials.

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940



School/Group List, Sample

Return Procedures

Guidelines for Handling RI/Breach Materials

1. See Section VIII, Administration Anomalies, for information regarding appropriate use and handling of Breach forms.
2. Call the Achievement Program Manager at (615) 741-0720 for verification of RI Void recommendations.
3. Note the action taken on the top copy of the Breach form. Be sure to sign the top copy.
4. If the test is to be **VOIDED**, the **ORIGINAL** answer document(s) should be attached with a **PAPER CLIP** to the RI original and copies in the envelope. **NOTE: This would be a very rare occurrence, and TDOE approval must be obtained to void a student answer document.**
5. If there are RI/Breach issues involving nullification or voids, **DO NOT WRITE VOID OR NULLIFY ON ANY ANSWER DOCUMENT!**
6. Place original copies of the Breach form in the Breach Envelope. Keep a copy of the Breach form for system use. Be sure to include the AYP Demographic Review and any Medical Exemption Requests.
7. Priority Mail the Breach Envelope to: or FedEx to:

Achievement Program Manager Tennessee Department of Education Assessment, Evaluation and Research TPS Complex, Hardison Building 1252 Foster Avenue Nashville, TN 37243	Achievement Program Manager Tennessee Department of Education Assessment, Evaluation and Research TPS Complex, Hardison Building 1252 Foster Avenue Nashville, TN 37210
--	--
8. Do not send Breach Envelopes with test materials.

Processing Definitions

- Process Normally – Test will be scanned and included in all reports as if no incident occurred.
- Nullify – Test will be scanned but will show on reports as “nullify” for affected subtest(s). Score will not reflect on system data.
- Void – Test will not be scanned, and no record of test will exist. This is rarely done, since it provides no record of the student’s opportunity to test.

NOTE: Any Breach of Testing Security Report forms submitted to the System Testing Coordinator should be returned to Assessment, Evaluation and Research in the Breach Envelope.

Preparing for Shipment

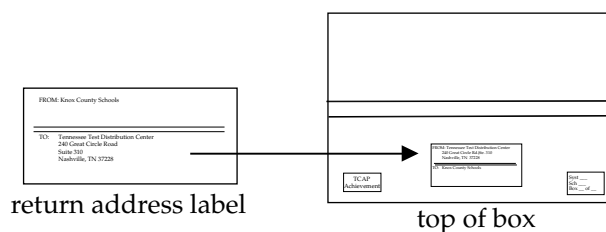
Notice: Return all answer documents in white boxes immediately upon completion of testing. Remaining materials must be returned within 10 days of the end of the test window. The System Testing Coordinator is responsible for arranging test materials pickup **by the same company** that delivered them. Contact Assessment, Evaluation and Research at (615) 741-0720 if there are any problems with packing materials or arranging for pickup.

- ☐ 1. Locate the return address labels, which were packed in Box #1 of each school’s test materials.
- ☐ 2. **Do not remove identifying labels from any boxes.**
- ☐ 3. Assemble white boxes, marked “Answer documents only” to return the used Grades K-3 test books and Grades 4-8 answer documents.

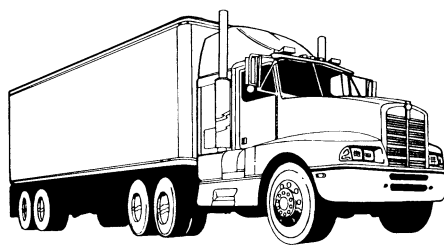
- ☐ 4. Assemble the used test materials to be returned in the white boxes in the following order:
 - A) Box 1 should contain (from top to bottom)
 - (1) Shipping Order Form
 - (2) completed School/Group List(s)
 - (3) answer documents paper banded under appropriate Group Information Sheet (GIS) (including K–3 test booklets), as space permits
 - B) Remaining white boxes should contain the remaining answer documents paper banded under appropriate GIS
- ☐ 5. Braille and Large Print (including Braille audio) test materials should be placed in the brown box in which they were originally received (the **transcribed** answer document is placed under the appropriate GIS)
- ☐ 6. Home School test materials should be placed in the brown box in which they were originally received
- ☐ 7. Homebound test materials should be placed in the brown box in which they were originally received
- ☐ 8. ALL remaining materials:
 - (a) copy of shipping order form
 - (b) paper-banded Inactive Test Materials
 - (c) used test booklets (Grades 4–8), paper banded by grade
 - (d) unused test materials
 - (e) ancillary materials
 should be placed in the brown boxes in which they were originally received
- ☐ 9. Pack all used, unused, and ancillary materials **by school**, in the brown boxes in which they were originally received (excluding answer documents returned in white boxes).
 - A) if the original shipment boxes cannot be reused, or if additional boxes are used
 - (1) print “TCAP Achievement” in lower left corner on the top of the new box
 - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box
 - B) if the original total box count number has increased or decreased
 - (1) correct the total box count on the label in the lower right corner of the box
 - (2) notify Assessment, Evaluation and Research if additional UPS Return Service (RS) labels are needed
 - C) count white boxes separately by school

EXAMPLE: School System ABC with two schools, LMNOP and XYZ
 ABC received 1 Central Office box; LMNOP received 35 brown boxes of test materials with 15 white boxes (flat); and XYZ received 20 brown boxes of test materials with 10 white boxes (flat).
 After testing: LMNOP has 13 white answer document boxes, 1 brown Braille box, and 1 brown home school box; they are numbered 1 of 15, 2 of 15, etc. Additionally, LMNOP used 20 brown boxes for the remaining test materials; they are numbered 1 of 20, 2 of 20, etc. XYZ has 9 white answer document boxes, 1 brown Large Print box, and 1 brown homebound box; they are numbered 1 of 11, 2 of 11, etc. In addition, XYZ has used 18 brown boxes for the remaining test materials; they are numbered 1 of 18, 2 of 18, etc.
 Immediately after testing, ABC returns the 22 white boxes with the Braille, Large Print, home school, and homebound boxes via the same carrier that delivered them. The boxes are numbered 1 of 30, 2 of 30, 3 of 30, etc. Within 10 days of the end of the test window, ABC returns the remaining 38 brown boxes of test materials via the same carrier that delivered them. The boxes are numbered 1 of 38, 2 of 38, 3 of 38, etc.
 Each box will have two sets of numbers—one for the school, 1 of 11, and one for the system, 1 of 30.

- ☐ 10. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.
- ☐ 11. On the original brown boxes, affix the white return address label directly on top of the yellow address label.



- ☐ 12. Seal all boxes per system instructions.
- ☐ 13. Store materials in a dry, secure location until pickup.
- ☐ 14. Shipping instructions and materials for return to the Tennessee Test Distribution Center were included with shipment of test materials.
 - A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions."
 - B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions."
- ☐ 15. Carefully follow the return shipping instructions.



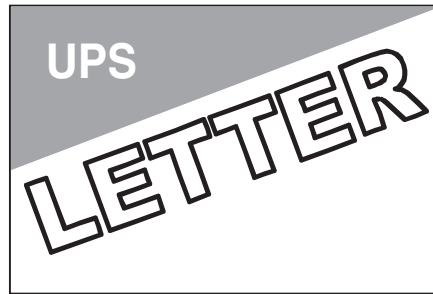
R&L Carriers Return Instructions

After test materials are packed:

- ☐ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact Assessment, Evaluation and Research at (615) 741-0720.
- ☐ 2. Ensure Bill of Lading is for the assessment materials being returned.
- ☐ 3. If late order materials arrived UPS, return those materials with this shipment.
- ☐ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup. If a pallet is needed for your materials, notify R&L Carriers when you schedule pickup.
- ☐ 5. Call R&L Carriers to arrange pickup of test materials.
 - A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
 - B) arrange date, time, and location for pickup
- ☐ 6. Shipping is prepaid; no local charges should be incurred.
- ☐ 7. If a shipping invoice is received, notify Assessment, Evaluation and Research.
- ☐ 8. Ensure system personnel are present to supervise pickup.
- ☐ 9. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

R&L Carriers Contact Numbers

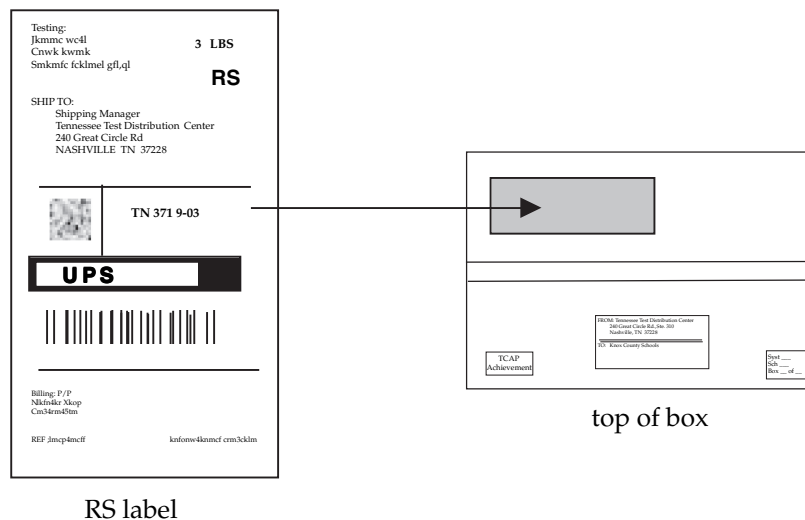
- For Giles, Lawrence, Lincoln, or Wayne Counties: Call 1 (800) 298-8116
- For Anderson, Blount, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Morgan, Overton, Pickett, Putnam, Roane, Scott, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties: Call 1 (800) 242-2147
- For Benton, Carroll, Chester, Crockett, Decatur, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties: Call 1 (800) 242-8596
- For Bedford, Cannon, Cheatham, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties: Call 1 (800) 242-2146
- For Bledsoe, Bradley, Coffee, Hamilton, Marion, McMinn, Meigs, Monroe, Moore, Polk, Rhea, or Sequatchie Counties: Call 1 (800) 448-1043



UPS Return Instructions

After test materials are packed:

- ☐ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions." If additional labels are needed, contact Assessment, Evaluation and Research at (615) 741-0720.
 - A) ensure the RS labels are for the assessment materials being returned
 - B) the weight on the return label must match the weight on the delivery label



- ☐ 2. Affix an RS label to each box.
Ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).
- ☐ 3. If UPS does not stop daily at the system office, call the Materials Manager at (615) 741-0720 to schedule a pickup.
 - A) the driver will not pick up boxes unless the RS labels are affixed
 - B) UPS may request the tracking number which is printed on the RS label
 - C) the tracking number begins with "1Z..." and is printed on each RS (Do not use the tracking number on the original delivery label.)
- ☐ 4. Ensure system representative who coordinates UPS pickups is notified test materials are ready for pickup, the number of boxes, and where the materials are located.
- ☐ 5. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

SECTION VIII: ADMINISTRATION ANOMALIES

Make-Up Tests

Plans should be made to allow all students to make up any tests/subtests not attempted during the regular test session. Make-ups must be administered within the State testing dates.

BEFORE TESTING

- ☐ 1. Plan a school make-up testing schedule within the State test administration timeframe.
- ☐ 2. Identify and contact students who need to make up a test(s)/subtest(s).
- ☐ 3. Schedule students listed on the Absentee List to make up a test(s)/subtest(s).
- ☐ 4. Gather materials needed to administer the test, e.g., test booklet, answer document, *Teacher Directions*.

DURING TESTING

- ☐ 1. Establish a quiet, secure place for the administration of the make-up tests/subtests.
- ☐ 2. Code or help students code the Student Accountability Demographic Information on the test books or answer documents, according to instructions in this manual.
- ☐ 3. Ensure that students who had begun a test before their absence complete the test using the same test booklet/version and answer document.
- ☐ 4. Administer the test/subtest adhering to test directions and time limits defined in *this manual*.

AFTER TESTING

- ☐ 1. Utilize the Test Administrator's Checklist for instructions on handling testing materials as applicable.
- ☐ 2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.
 - A) Ensure that all absent students (grades 3–8) who did not take ANY part of the test have the absent circle darkened on their answer document. Place the answer document(s) under the appropriate Group Information Sheet (GIS).
 - B) Ensure that the darkened absent circle on the answer document is erased completely for all students (grades 3–8) who have taken ANY makeup tests. Place the answer documents under the appropriate Group Information Sheet (GIS).

Medical Exemption Request

System: _____ System #: _____

School: _____ School #: _____

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student Name: _____

Student SSN: _____ Student DOB: _____ Student Grade: _____

Teacher Name/Header Information: _____

School Test Dates: _____

Student Absent Dates: _____

Explanation of Emergency (Include name of hospital): _____

Building Testing Coordinator: _____ Date: _____
Signature

System Level Completion

I have verified with the Building Testing Coordinator that the above student was absent during the TCAP Assessment marked above for documented medical reasons. Please exclude him/her from our student count for participation rate calculations.

System Level Testing Coordinator: _____ Date: _____
Signature

Complete this form for ***each*** student absent for documented medical reasons. Attach copies of supporting documentation.

Submit the form in the **Breach Envelope** to the appropriate Program Manager in the Office of Assessment, Evaluation and Research.

Medical Exemption Requests are subject to approval by the Tennessee Department of Education.

Adequate Yearly Progress Demographic Review

System: _____ System #: _____

School: _____ School #: _____

Date: _____

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

I/We have reviewed all student data on the Student Accountability Demographic Sheets from our school. To the best of our knowledge the data is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

(Circle one)

There **were / were not** RI/Breach incidents for our school

Building Testing Coordinator: _____ Date: _____

Signature

System Level Completion

I/We have verified with the Building Testing Coordinator that all student data on the Student Accountability Demographic Sheets is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

(Circle one)

RI/Breach incident forms **are / are not** enclosed for this school.

System Level Testing Coordinator: _____ Date: _____

Signature

Complete the form for each school administering a TCAP Assessment.
The form needs to be signed by both the Building Testing Coordinator **and**
the System Testing Coordinator.

Submit the form in the **Breach Envelope** to the appropriate Program
Manager in the Office of Assessment, Evaluation and Research.

Adequate Yearly Progress Demographic Review, Sample

Report of Irregularity

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** Other circumstances may require an Inactive Test Material (ITM).

Sample Circumstances	Action	Recommendation
Incorrect subtest taken	Complete RI	Void
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	Complete RI	Nullify
Student left with parent/guardian during testing session	Complete RI	Process Normally
Student refused to take test, Test Administrator ensured completion of demographics	Complete RI	Process Normally
School was dismissed during testing due to inclement weather	Complete RI	Process Normally
Student erased holes in answer document, answers were transcribed to another answer document	Complete ITM RI is not required	
Flu epidemic during testing caused large numbers of absences	Process Normally RI is not required	
Student tried to look at the paper of a neighboring student whose answers were covered	Process Normally RI is not required	
Student made random responses or drew on test	Process Normally RI is not required	
Student upset about external events	Process Normally RI is not required	
Student left glasses at home	Process Normally RI is not required	
Fire Drill or Bomb Threat	System Testing Coordinator immediately notifies the State for instructions	

☐ Test Administrator Responsibilities

- ☐ do not write comments on answer documents
- ☐ record irregularities and sign in the comments section
- ☐ make sure each section is completed
- ☐ list names of all affected students with their social security numbers
- ☐ submit the completed RI form(s) to the Building Testing Coordinator; do not attach related answer document(s)

☐ Building Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ verify appropriate use; enter RI information on TCAP Reports website
- ☐ keep RI for school use

☐ System Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ review RI information online, make recommendation and submit

☐ Instructions for the **new** RI website are available separately. The website is <https://www.eval.k-12.state.tn.us/TCAPReports>



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM TEST ADMINISTRATOR'S REPORT OF IRREGULARITY

System Name _____ No. _____ School Name _____ No. _____

Test Administrator Name _____

Teacher Name (as on the Group Information Sheet) _____ Grade _____

COMPLETE THE APPROPRIATE INFORMATION BELOW

Achievement Test: Subtest(s) affected (mark all that apply)

Reading/ LA Part:	Math Part:	Science Part:	Social Studies Part:	Other (Specify)	ALL
-------------------	------------	---------------	----------------------	-----------------	-----

Gateway Tests: Test affected

Mathematics	Science	Language Arts
-------------	---------	---------------

End-of-Course Tests: Test affected

English I	Math Foundations II	U.S. History	Physical Science
-----------	---------------------	--------------	------------------

Writing Test: Grade affected _____

Name (as on the test document) and Social Security Number of Student(s) Involved (attach list if needed) _____

This form is to be used only if the following irregularities occurred. Mark all that apply and include specific details below:

- ☐ A. A student or a group of students cheated.
- ☐ B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.
- ☐ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and **number of items completed** in documentation above.
- ☐ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.
- ☐ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used **only** if the transfer of all information to another answer document **could not** be made.
- ☐ F. A student took the wrong test or subtest. **System Testing Coordinator must contact the State for further instructions.**
- ☐ G. Improper test modifications/accommodations were used.
- ☐ H. A student refused to take the test.

Document the occurrence (attach additional pages as needed) _____

Inactive Test Material (ITM)

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials.

The following test materials **should not** be included under ITM:

- Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)



Test Administrator Responsibilities

- do not write comments on answer documents
- identify any answer documents or test booklets to be included under ITM
- notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- complete ITM, **sign**, and paper band with any affected answer documents or test materials
- use only paper for bands (sentence strips work well)
- return paper-banded ITM to Building Testing Coordinator



Building Testing Coordinator Responsibilities

- do not write comments on answer documents
- ensure materials under ITM are those documented on the form
- verify use of form corresponds to allowed reasons only
- **sign** completed forms
- **ensure that damaged/contaminated documents are transcribed to a clean answer document which is placed under the appropriate GIS**
- ensure that any duplicate document(s) under an ITM has a corresponding document under the appropriate GIS
- ensure only paper has been used for bands (sentence strips work well)
- pack and return paper-banded ITM to System Testing Coordinator per instructions



System Testing Coordinator Responsibilities

- do not write comments on answer documents
- review ITM for appropriate use, accurate completion, and **sign**
- make a copy for system use
- confirm that damaged/contaminated documents were transcribed and that an ITM Form was completed
- destroy contaminated documents and note on ITM that they were destroyed
- return paper-banded ITM per specific test instructions



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM INACTIVE TEST MATERIAL

System Name _____ No. _____ School Name _____ No. _____

Test _____ Grade/Content _____ Test Administrator _____

Complete one form for each incident type per grade/content area.

This form is to be used only if the listed incidents occurred.

Do NOT place the following under this form:

- Braille and large-print test materials (Return these test materials per shipping instructions and place the transcribed answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks, except K-3 Achievement (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

- ☐ A student marked responses in the test booklet (excluding K-3 Achievement). Demographic data and answers have been transcribed onto an answer document and placed under the appropriate GIS. Test booklet to be destroyed is under this form.
- ☐ A pre-coded answer document for a student no longer enrolled is under this form. A pre-coded answer document for a student absent from the Writing Assessment is under this form, and a completed Absentee Form for the absent student is under the appropriate Writing Assessment GIS. (Students absent from other assessments are noted on the answer document and placed under the appropriate GIS for that assessment.)
- ☐ A completed Absentee Form for a student who later took the make-up test is under this form (Writing Assessment Only). The document to be scored is under the appropriate GIS.
- ☐ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.
- ☐ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ☐ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ☐ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ☐ A student filled in circles on an answer document in ink. Information has been transcribed onto a new answer document and placed under the appropriate GIS. The document to be destroyed is under this form.

Number of Documents paper banded under this form: _____

Student Name(s) and Social Security Number(s): _____

TEST

ADMINISTRATOR:

Place this completed form on top of the related test material, paper band and return to the Building Testing Coordinator.

Test Administrator's Signature

**BUILDING TESTING
COORDINATOR:**

Return this form and materials to the System Testing Coordinator.

Building Testing Coordinator's Signature

**SYSTEM TESTING
COORDINATOR:**

Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual*.

System Testing Coordinator's Signature

System Testing Coordinator's Phone Number

SECTION IX: TROUBLESHOOTING

<i>If this happens...</i>	<i>Do this:</i>
Test materials do not arrive by the specified date.	Contact Assessment, Evaluation and Research at (615) 741-0720.
Inadequate quantities of test materials or ancillary materials are received.	Contact Assessment, Evaluation and Research. Document any shortages on your copy of the Shipping Order Form.
Large Print or Braille versions are not received.	Check all boxes. These materials are packaged independently. If the tests have not been received within two days, contact Assessment, Evaluation and Research.
Test materials are defective or damaged.	Contact Assessment, Evaluation and Research immediately. Return defective test materials separately per instructions.
Additional test materials are needed on the testing date.	Building Testing Coordinators should first contact the System Testing Coordinator. If the quantity of materials is still insufficient, the System Testing Coordinator should contact Assessment, Evaluation and Research.
One or more test books and/or manuals are not accounted for after test administration.	Contact test administrators to see if the missing materials can be located. Note the shortage in the "Missing" column of the Shipping Order Form and complete a Breach of Testing Security Report form.
Not all used K–8 and unused K–3 answer documents are accounted for after test administration.	Check test books first to see if any answer documents were placed inside them. If answer documents are not found, contact the test administrator. Note the shortage in the "Missing" column of the Shipping Order Form and complete a Breach of Testing Security Report form.
NOTE: A completed Breach of Testing Security Report form must be returned to Assessment, Evaluation and Research to explain any discrepancies on the Shipping Order Form for test books and answer documents not being returned. This form should be sent in the Breach Envelope per instructions.	

SECTION X: UPDATES, 2006

- Online Report of Irregularity (RI)
 1. Test Administrator records irregularity on RI form and submits to Building Test Coordinator.
 2. Building Test Coordinator verifies appropriate use, enters RI on TCAP Reports website and keeps RI for school use.
 3. System Testing Coordinator reviews RI information online, approves and submits.
- New English Language Learner (ELL) Accommodations chart is on page 18.
- Information about Comprehensive English Language Learning Assessment (CELLA) and ELL Excluded has changed. There is no blanket exemption of ELL students. ELL students may have their scores for ~~Gateway~~ Language Arts excluded from the calculations for AYP Accountability if they meet the following guidelines:
 1. are identified on the Home Language Survey as speaking a language other than English, and
 2. score limited English proficient on the CELLA, and
 3. are in their first year of enrollment in a U.S. school.

See page 19 for more ELL information.

- Answer Document changes
 1. The ELL Excluded bubble has been added to the Testing Status box.
 2. Fill in the circle for ELL Excluded if the ELL student meets the above guidelines to have his/her Language Arts scores excluded from calculation for AYP Accountability. See pages 19 and 31.
- Group Information Sheet (GIS) changes
 1. Enter Teacher FIRST Name and Teacher LAST Name in new areas provided.
 2. Number Students Testing + Number Students Absent = Number Answer Documents Returned.
- School/Group List (SGL) changes
 1. SGL MUST be entered ONLINE.
 2. Grade column has been added.
 3. Enter Teacher First Name and Teacher Last Name in separate columns. Do not write numbers or letters next to the teacher name.
 4. Number Students Testing + Number Students Absent = Number Answer Documents Returned.
- Return Shipping Instructions
 1. Used answer documents MUST be returned in the WHITE boxes labeled "Answer Documents ONLY."
 2. Include a copy of the Shipping Order Form with the white boxes of used documents and a copy in the brown boxes of other materials.

See pages 52 and 53 for specific details.

- Medical Exemption Request form change
 1. A sample request with instructions is on page 58.
 2. Return this request in the Breach Envelope.
- AYP Demographic Review form change
 1. Complete AYP Demographic Review for each school. See page 59.
 2. Submit the form in the Breach Envelope to the appropriate Program Manager by priority mail.

**Return these materials to the
Tennessee Test Distribution Center.**

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